CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2004 AGENDA

SUBJECT	
No Child Left Behind (NCLB) Act of 2001: Reading First Special Education Referral Reduction Program Application Review Process	☒ **Action**
	☒ **Information**
	☐ **Public Hearing**

RECOMMENDATION

Approve the proposed application review process for a Special Education Referral Reduction Program.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education approved California's Reading First Plan at its May 2002 meeting. The plan establishes a funding formula for Reading First subgrants based on $6,500 for every K-3 teacher in the district's participating schools. A provision of the plan allows districts to provide rationale for additional funding; increased funding requires approval by the California Department of Education (CDE) and the Department of Finance. Forty-two out of the seventy-three round 1 and 2 districts have applied for additional funding. Twenty districts have received increases ranging from $100 to $1,100 per K-3 teacher. The average increase was approximately $500. The range of funding in Reading First districts is from a minimum of $6,500 per K-3 teacher to a maximum of $7,600.

SUMMARY OF KEY ISSUES

Item 6110-126-0890 of the 2004-05 State Budget Act directs that the first priority for use of Reading First carryover funds is to increase grantees to $8,000 per K-3 teacher upon submission of a plan to reduce the number of referrals to Special Education and to provide alternative assistance to pupils in Reading First programs. The plans, at a minimum, should consist of providing diagnostic reading assessments, teacher release time for assessment review and intervention planning sessions, additional instruction for students with reading difficulties, and teacher participation in professional development activities focused on assisting students with reading difficulties. Attached is a detailed description of the proposed program, a proposal for a review process designed to assure that effective and high quality intervention plans are developed and implemented by Reading First districts, and the State Budget Act language establishing the program.

FISCAL ANALYSIS (AS APPROPRIATE)

There is $29,564,000 available in carryover for this purpose. There are 112 districts participating in rounds 1, 2, and 3 of Reading First. If all districts submitted plans, the maximum total cost would be approximately $22.7 million. It is unclear at this time if all 112 districts will submit plans and if the budgets in those plans will, in every case, bring those districts up to $8,000 per K-3 teacher.

ATTACHMENT (S)

Attachment 1: Process for Submission, Review, and Approval of Plans (1 page)
Attachment 2: State Budget Act Item (1 page)
Attachment 3: Special Education Referral Reduction Program (6 pages)

Attachment A-1: Reading First Assessment Committee Final Summary of Evidence Screening/Diagnostic/Monitoring Assessments by Technical Skill Domains (Draft) (1 page)
Attachment A-2: Reading First Assessment Committee Final Summary of Evidence Screening/Diagnostic/Monitoring Assessments Without Outcome Measures by Technical Skill Domains (3 pages)

Attachment B: Six Domains of Technical Reading Skills (1page)
Attachment C: LEA Application Contents (1 page)

Reading First
SPECIAL EDUCATION REFERRAL REDUCTION PROGRAM
Process for Submission, Review and Approval of Plans

1. Application materials will be sent to all Round 1, 2, and 3 Reading First districts by September 15, 2004. Applications will be due to CDE by October 15, 2004.

2. Districts will receive technical assistance in developing their plans from the Regional Technical Assistance Centers (R-TAC) and clarification regarding the application from the Reading/Language Arts Leadership Office, CDE. The R-TACs will provide individualized assistance, workshops and training sessions.

3. Each application will be reviewed by a team consisting of representatives from the Reading/Language Arts Leadership Office, CDE, the Special Education Division, CDE, and the California Technical Assistance Center (CTAC) or R-TACs.

4. Applications that are not approved by the review team, in whole or in part, will be returned to the district for revision. Assistance in remedying deficient aspects of the plan will be provided by the R-TACs or CDE.

5. Grants for districts with approved plans will be amended to $8,000 per K-3 teacher by November 15, 2004.

*Note: It is the objective of this program that all districts that wish to submit a plan to reduce the number of referrals to Special Education will be approved. Thus, technical assistance and support in assisting districts in understanding and developing an effective intervention plan is a crucial aspect of this process. CDE staff from the Reading/Language Arts Leadership Office and the Special Education Division will assist in this effort as appropriate.

6110-126-0890—For local assistance, Department of Education,
Program 20.60.290-Instructional Support, Title I, Part B of
the Elementary and Secondary Education Act (Reading First
Program) payable from the Federal Trust Fund……………… 174,221,000

Provisions:
1. The funds appropriated in this item are provided
    pursuant to Article 1 (commencing with Section 51700)
    of Chapter 5 of Part 28 of the Education Code
2. Of the funds appropriated in this item,
    $13,635,000 is available for bilingual programs pursuant
    to Section 51701 of the Education Code. If this funding
    is insufficient to fully fund the approved districts with
    these programs in a third round of Reading First grant
    approvals, first priority for available Reading First base
    funding shall be the approved districts with bilingual
    programs. The State Board of Education shall ensure
    parity in the duration and level of funding between
    grants for bilingual classrooms operating under Section
    310 of the Education Code and grants for non-bilingual
    classrooms, including supplemental grants pursuant to
    Provision 3.
3. Of the funds appropriated in this item,
    $29,564,000 is available from prior years. The first
    priority for this funding is to increase the grant amount
    provided to existing grantees to $8,000 per full-time-
    equivalent classroom teacher in the Reading First
    Program. As a condition of the receipt of this
    supplemental funding, the grantee shall provide a plan
    to utilize his or her Reading First Program to lower the
    number of special education referrals based upon
    reading below grade-level and to provide alternative
    assistance to pupils. The plan should consist of, but is
    not limited to, providing diagnostic reading
    assessments, teacher release time to review
    assessment information and conduct reading
    intervention planning sessions, providing instruction to
    pupils identified as having reading difficulties, and
    teacher participation in the professional development
    activities focused on assisting students with reading
    difficulties. Any remaining amount shall be available to
    provide additional Reading First grants.
4. The State Board of Education shall be required to seek
    Legislative approval of any changes to the Reading First
    Program that exceed or modify program components
    authorized in Article 1 (commencing with Section
    51700) of Chapter 5 of Part 28 of the Education Code,
    including any extension of the grant period beyond three
    years. Reading First funds appropriated in this item may
    be used to provide student instruction pursuant to
    subparagraph (E) of paragraph (3) of subdivision (c) of
    Section 51700 of the Education Code.

Special Education Referral Reduction Program

Overview

       In the United States, 44 percent of fourth grade students read at "below basic" levels; only 5-6 percent of these students should legitimately be classified as having severe, intrinsically-based learning disorders; and the others are likely to be suffering from consequences of inappropriate teaching, low standards, and/or disadvantageous environmental consequences. This coupled with the fact that of the population of identified learning-disabled students, 80 percent have primary weakness in reading, with related deficits in spelling and writing, tells us that we must improve reading instruction to reduce the level of needless referrals to special education.

See Exhibit 1 on following page

       One purpose of the federal Reading First Program is to improve reading instruction in order to minimize referrals of students to special education because of reading problems. The proposed state budget currently includes incentive funding for Reading First LEAs for its eligible schools to provide diagnostic reading assessment and remedial reading instruction to K-3 students who exhibit weaknesses in beginning reading skills.

       Through an application process that includes an LEA Reduction Referral Plan for reducing referrals to special education, Reading First LEAs will receive an increase of their Reading First Gant to $8,000 per Reading First teacher in 2004-2005 [Note: This funding level is dependent on availability of either carry-over funds or increased federal funds.]

Exhibit 1

Research Regarding Learning Disabilities and Reading Disabled Individuals

- Reading disabilities affect at least 10 million children in the US
- Most reading disabilities reflect a persistent deficit rather than a developmental lag
- Longitudinal studies show that approximately 74 percent of the children who are reading disabled in the third grade will remain disabled in the ninth grade
- Distinguishing between disabled readers with and without an IQ achievement discrepancy appears invalid
- Children with and without reading discrepancies show similar information processing, genetic, and neurophysiologic profiles

Statistics About Students With Reading, Spelling, and Writing Delays

- Eighty percent of students who fall behind in reading by the end of first grade are still significantly behind in fourth grade, despite conventional intervention practices
- In the US, 44 percent of fourth grade students read at "below basic" levels; only 5-6 percent of these students should legitimately be classified as having severe, intrinsically-based learning disorders; and the others are likely to be suffering from consequences of inappropriate teaching, low standards, and/or disadvantageous environmental consequences
- Of the population of identified learning-disabled students, 80 percent have primary weakness in reading, with related deficits in spelling and writing.

[Based on research published in multiple sources and conducted by the National Institute for Child Health and Human Development (NICHD), the US Department of Education, the US Department of Special Education]

LEA Reduction of Referral Plan

Based on the research, California has developed an approach for LEAs to use for reducing the referrals of students to special education. This strategy requires Reading First LEAs to implement a planned approach for their eligible schools. The following provides an overview of the key aspects that must be addressed in the LEA submitted plan.

1. Definition of K-3 Students in Need of Prevention/Intervention Instruction

- *Background*:
  One message of the No Child Left Behind is urgency -- *Leave No Child Behind!* Teachers must know at the earliest possible moment that a student is falling behind, and at the same time, know how to intervene to prevent falling further behind. In the past, young children's reading achievement was frequently ignored on the premise that early educational progress is driven largely by maturational factors and that differences observed early in development will disappear with age. However, new research and knowledge have emerged about the need for addressing risk status early. It is now known that children do not outgrow reading problems. ***Assessment and systematic, explicit, accelerated, and focused intervention efforts early in the school career of a child can make a huge difference****.*

- *Definition of Students in Need:*
  The definition of students in need of prevention/ intervention is taken from California Reading/ Language Arts Framework, to include:

  – *Borderline strategic students*: K-3 students who are 1 to 2 years below their grade level peers in beginning reading skills

  – *Intensive students*: K-3 students who are 2 or more years below their grade level peers in beginning reading skills

2. Confirmation of Student Need through Screening and Diagnostic Assessments

- *Types of K-3 Assessments*:
  Under the auspices of the U.S. Department of Education (USDE) and the *Secretary's Academy for Reading First*, all states were given a master list of thirty-some valid and reliable screening, diagnostic, monitoring, and/or outcome assessments classified for use in grades K-3 (see *Attachments A-1 and A-2* for the seventeen recommended screening and diagnostic assessments). Some of these assessments can be used for multiple purposes. In addition, the USDE identified the beginning reading (K-3) technical skills deemed interrelated predictive in determining level of reading proficiency. These skills include phonological and phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension (see *Attachment B* for identified sub skills). The California Reading First Plan recommends the use of USDE identified assessments for assessing K-3 students on the beginning reading, technical skills. The two types of assessments best used for confirming student needs for prevention/intervention instruction are screening and diagnostic assessments:

- *Screening Assessments* have predictive validity and are used to determine which students are likely to experience reading difficulty and need additional prevention/intervention instruction.

- *Diagnostic Assessments* offer reliable, stable, and consistent evidence as to which beginning reading technical skills are mastered or not mastered and how much instructional prevention/intervention is most likely needed.

- *Selection of Assessments Focused on Beginning Reading Technical Skills:*
  The USDE recommended assessments are named in the matrix found in *Attachment A.* Information in the matrix includes type of assessment by technical skills and the grade levels measured. The LEA will need to select at least one assessment for each domain of technical skills that will be made available for classroom teachers and coach use. Furthermore, the LEA will certify and take responsibility for training teachers and coaches on the administration, scoring, and interpretation of results for each selected assessment, and for overseeing the general purpose and use of the assessments in Reading First schools.

3.   <u>Linking of Assessment Results to A Multi-tiered Prevention/Intervention Instructional Plan</u>

- *Full Implementation of Core Program:*
  The California Reading First program requires that the district adopted core reading/language arts program serve as the foundation and base of the instructional program. The goal is that the core program be fully implemented by trained and skilled teachers who apply the embedded instructional strategies and conduct on-going assessments to monitor effects of instruction. Guided by multi-tiered prevention/intervention options, the LEA should design its plan for students needing additional assistance in mastering the beginning reading skills. Currently, some Reading First LEAs are using three- to five-tier prevention/intervention programs. For each tier, there is a specific set of instructional materials and/or instructional strategies with a suggested timeframe for implementation.

- *Example of a Model of a Multi-tiered Prevention/Intervention Plan (includes weekly review and student performance assessments):*

See Exhibit 2 on following page

Example of a Model of a Multi-tiered Prevention/Intervention Instructional Plan
(includes weekly review and student performance assessments)

	Exhibit 2 Example of Multi-tiered Prevention/Intervention Instructional Plan			
Level	**Description**	**Instructional Materials**	**Instructional Strategies**	**Timeframe**
Tier 1 K-3	Fully implemented core program with skilled teacher	Adopted program	Tutoring/small group technical skills reteach/practice	Minimum 30 minutes daily/one tri-semester
Tier 2 K-3	Fully implemented core plus extended support with skilled teacher	Adopted program with extended support lessons	Tutoring/small group technical skills reteach/practice	Minimum 30 minutes daily/one tri-semester
Tier 3 K-3	Fully implemented core plus supplemental technical skill lessons with skilled teacher	Adopted program with supplemental prevention/ intervention program*	Tutoring/small group	Minimum 30 minutes 3-4 d/weekly 2+ tri-semesters
Tier 4 2-3	Fully implemented prevention/intervention program with skilled teacher in self-contained classroom	Supplemental prevention/ intervention program*	Tutoring/small group	Minimum 2 hours daily 2+ tri-semesters
2-3	Referral to Special Education			

*Note: A list of approved supplemental prevention/intervention programs for specific beginning reading technical skill domains will be provided by the state if Reading First funds are used.

4. Reporting of Number of Referrals to Special Education

    •   *Reduction in Referral Goal:*
        The condition upon receipt of the supplemental funding (from current level
        of funding to $8,000 per Reading First teacher) stipulates that the use of
        diagnostic reading assessments and remedial reading instruction are to
        contribute to the goal of lowering the number of pupils unnecessarily
        referred to special education due to having below grade-level reading
        skills. LEAs will closely monitor the referral process to gauge the
        effectiveness of this approach.

    •   *Reporting Requirement:*
        The Reading First LEA will complete the state reporting form indicating the
        total number of pupils referred to special education in 2004-05 as
        compared to 2003-04 by grade level. This report will be due 30 days after
        the completion of the school year.

5. LEA Application for Special Education Referral Reduction Program

    Participating LEAs will be required to complete and submit an application of its
    planned approach for their Reading First schools. This submission and a
    narrative of its approach are outlined in *Attachment C.*

6. LEA Technical Assistance Support

    The efforts of participating LEAs will be supported by the work of the California
    Technical Assistance Center (C-TAC) and the Regional Technical Assistance
    Centers (R-TACs). The following are examples of some of the support activities
    available to LEAs.

    •   A committee of content experts will be convened to develop a listing of
        supplemental prevention/intervention programs that are well matched to
        the beginning reading technical skills listed in *Attachment B.*

    •   The C-TAC Reading First Coach Institutes will introduce the *Attachment A*
        screening/diagnostic assessments; and will cover the concept of a multi-
        tiered prevention/intervention approach for K-3 *borderline strategic
        students* and *intensive students.* Also at the C-TAC fall LEA Session, in
        October, the Special Education Referral Reduction Program Option will be
        presented and discussed.

    •   The R-TACs will have a resource library of all suggested assessments and
        prevention/intervention programs for review by the LEAs. (Service
        available by September).

Reading First Assessment Committee
Final Summary of Evidence
Screening/Diagnostic/Monitoring Assessments
By Technical Skill Domains (Draft)

Phonological and Phonemic Awareness	Phonics and Word Study	Fluency	Vocabulary	Comprehension
Assessment Name	Assessment Name	Assessment Name	Assessment Name	Assessment Name
Comprehensive Test of Phonological Processing (CTOPP)	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Peabody Picture Vocabulary Test, Third Edition (PPVT)	Degrees of Reading Power (DRP)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Early Reading Diagnostic Assessment (ERDA)	Gray Oral Reading Tests, Fourth Edition (GORT–4)	Test of Language Development–Primary Third Edition (TOLD–P:3)	Early Reading Diagnostic Assessment (ERDA)
The Lindamood Auditory Conceptualization Test (The LAC Test)	Letter Sound Fluency Test (LSFT)	Test of Word Reading Efficiency (TOWRE)	Test of Word Knowledge (TOWK)	Gray Oral Reading Tests, Fourth Edition (GORT–4)
Phonological Awareness Test (PAT)	Phonological Awareness Test (PAT)	Texas Primary Reading Inventory (TPRI)	Texas Primary Reading Inventory (TPRI)	Texas Primary Reading Inventory (TPRI)
Texas Primary Reading Inventory (TPRI)	Test of Word Reading Efficiency (TOWRE)		Wechsler Individual Achievement Test, Second Edition (WIAT–II)	Wechsler Individual Achievement Test, Second Edition (WIAT–II)
Yopp-Singer Test of Phoneme Segmentation	Texas Primary Reading Inventory (TPRI)		Woodcock-Johnson III Tests of Achievement (WJ III ACH)	Woodcock-Johnson III Tests of Achievement (WJ III ACH)
	Wechsler Individual Achievement Test, Second Edition (WIAT–II)		Woodcock Reading Mastery Test–Revised (WRMT–R)	Woodcock Reading Mastery Test–Revised (WRMT–R)
	Woodcock-Johnson III Tests of Achievement (WJ III ACH)			
	Woodcock Reading Mastery Test–Revised (WRMT–R)			

Reading First Assessment Committee Final Summary of Evidence
Screening/Diagnostic/Monitoring Assessments Without Outcome Measures
by Technical Skill Domains

Assessment Name	Phonological and Phonemic Awareness	Phonics and Word Study	Fluency	Vocabulary	Comprehension
	Subtest/**Assessment Type/ Grade Level(s)**	Subtest/**Assessment Type/ Grade Level(s)**	Subtest/**Assessment Type/ Grade Level(s)**	Subtest/**Assessment Type/ Grade Level(s)**	Subtest/**Assessment Type/ Grade Level(s)**
Comprehensive Test of Phonological Processing (CTOPP)	**Screening K-1** **Diagnosis K-3** **Progress Monitoring K-1**				
Degrees of Reading Power (DRP)					**Diagnosis 2-3** **Progress Monitoring 2-3**
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Initial Sound Fluency **Screening K only** **Progress Monitoring K only** Phoneme Segmentation Fluency **Screening Mid-K & 1** **Progress Monitoring 1 only**	Letter Naming Fluency **Screening K-1** **Progress Monitoring K-1** Nonsense Word Fluency **Screening 1 only** **Progress Monitoring 1 only**	Oral Reading Fluency **Screening 1-3** **Progress Monitoring 1-3**		
Early Reading Diagnostic Assessment (ERDA)		Letter Recognition **Screening K only** **Diagnosis K only** Pseudoword Decoding **Screening 1-2** **Diagnosis 1-2**			Reading Comprehension and Listening Comprehension **Diagnosis 1-3**
Gray Oral Reading Tests, 4th Edition (GORT-4)			Rate **Screening 1-3** **Diagnosis 1-3**		Comprehension **Screening 1-3** **Diagnosis 1-3**
Letter Sound Fluency Test (LSFT)		Letter Sound Fluency **Screening K-1** **Diagnosis K-1** **Progress Monitoring K-1**			

The Lindamood Auditory Conceptualization Test (The LAC Test)	**Diagnosis K-1**				
Peabody Picture Vocabulary Test, Third Edition (PPVT)				Screening K-3 Diagnosis 1-3	
Phonological Awareness Test (PAT)	Rhyming, Segmentation, Isolation, Deletion, Substitution, Blending **Screening K-1** **Diagnosis K-1**	Graphemes and Decoding **Screening K-2** **Diagnosis K-2**			
Test of Language Development-Primary (3rd Edition) (TOLD-P:3)				Oral Vocabulary, Relational Vocabulary, and Picture Vocabulary **Diagnosis 1-3**	
Test of Word Knowledge (TOWK)				Expressive Vocabulary, Receptive Vocabulary, Word Opposites, Word Definitions, Synonyms, Multiple Contexts, Figurative Usage, Word Definitions, and Conjunctions, and Transition Words **Diagnosis K-3**	
Test of Word Reading Efficiency (TOWRE)		Sight Word Reading Efficiency and Phonemic Decoding Efficiency **Screening 1-2** **Progress Monitoring 1-2**	Sight Word Reading Efficiency and Phonemic Decoding Efficiency **Screening 1-3** **Progress Monitoring 1 & 3**		
Texas Primary Reading Inventory (TPRI)	Phonemic Awareness **Screening K-1** **Diagnosis K-1** **Progress Monitoring K-1**	Graphophonemic Knowledge, Word Reading, and Book and Print Awareness **Screening K-2** **Diagnosis K-2** **Progress Monitoring K-2**	Reading Comprehension **Screening 1-2** **Diagnosis 1-2** **Progress Monitoring 1-2**	Listening Comprehension **Screening K only** **Diagnosis K only** **Progress Monitoring K only**	Reading Comprehension **Screening 1-2** **Diagnosis 1-2** **Progress Monitoring 1-2**
Wechsler Individual Achievement Test – Second Edition (WIAT-II)		Pseudoword Decoding, Spelling, and Word Reading **Diagnosis K-2**		Listening Comprehension and Oral Expression **Diagnosis K-3**	Reading Comprehension and Written Expression **Diagnosis 1-3**

Woodcock-Johnson III Tests of Achievement (WJ III ACH)		Basic Reading Skills Composite: Letter-Word Identification and Word Attack **Screening 1-3** **Diagnosis 1-3** **Progress Monitoring 1-3**		Reading Vocabulary and Picture Vocabulary **Screening 1-3** **Diagnosis 1-3** **Progress Monitoring 1-3**	Reading Comprehension Composite (Reading Vocabulary and Passage Comprehension) **Diagnosis 1-3** Passage Comprehension subtest, and Oral Comprehension subtest **Screening 1-3** **Diagnosis 1-3**
Woodcock Reading Mastery Test – Revised (WRMT-R)		Letter Identification **Screening K only** **Diagnosis K only** Word Attack **Screening K-2** **Diagnosis K-2**		Word Comprehension **Diagnosis 2-3**	Passage Comprehension **Screening 1-3** **Diagnosis 1-3**
Yopp-Singer Test of Phoneme Segmentation	Yopp-Singer Test of Phoneme Segmentation **Screening K-1** **Diagnosis K-1**				

SIX DOMAINS OF TECHNICAL READING SKILLS

Phonological and Phonemic Awareness

○ Phonological Awareness (recognizing words in sentences, segmenting words into syllables and words into phonemes, K-1; detecting rhymes, K-2; blending onset/rime, K-1)

○ Phoneme Identification (counting phonemes in spoken words; distinguish initial, final, and medial phonemes; matching initial, final, and medial sounds in spoken words K-2)

○ Phoneme Manipulation (phoneme blending, K; phoneme addition and deletion, 1; phoneme substitution, 1-2; phoneme reversal, 2-3; phoneme segmentation, 1-3)

Phonics and Word Study

○ Alphabetic Principle (letter identification, K; sound-letter matching, K-1)

○ Graphemes/Letter-Sound Correspondences (letter combinations for individual phonemes [i.e., s, wh, e, oa, igh, _ck, a_e], 1-3)

○ Decoding (nonsense word reading, 1-3; automatically recognizing common patterns [i.e., consonants, short vowels in CVC words and syllables, digraphs, trigraphs [_tch, igh]; consonant blends; long vowels (including CV syllables and vowel digraphs); vowel dipthongs; r- and l-controlled vowels; and advanced syllable patterns in multisyllabic words, 2-8)

Fluency

○ Rapid Naming (colors, objects, digits, letters) K

○ Nonsense Word Reading (Timed) K-2

○ Sight Word Reading (Timed) K-2

○ Oral Reading Fluency (Words Correct Per Minute) 1-8

○ Retell Fluency (% of Recalled Words in Oral Fluency Passage) 1-8

Spelling

○ Consonant Spellings 1-3

○ Short Vowel Spellings 1

○ Long Vowel Spellings 1-3

○ Orthographic Generalizations (rules) 1-3

○ Morphemes (prefixes, suffixes, base or root words) 3-8

Vocabulary

○ Word Origins 3-8

○ Multiple Meanings 2-8

○ Context Meanings 1-8

○ Antonyms 2-8

○ Synonyms 2-8

○ Metaphors

○ Similes 2-8

○ Analogies 2-8

○ Idioms 2-8

Comprehension

○ Main Idea and Details 1-8

○ Author's Point of View 1-8

○ Sequencing K-8

○ Classifying and Categorizing K-8

○ Making Inferences 1-8

○ Analysis (Compare and Contrast) 2-8

○ Analysis (Cause and Effect) 1-8

○ Author's Purpose 1-8

○ Critique/Criticism 2-8

Sources: Reading/Language Arts Framework for California Public Schools (1999)

Attachment C

LEA Application Contents

Certification and Contact Information

Contact and Responsible Person Information:

Certifications:

- Intent and Responsibility
- Screening and Diagnostic Assessment
- Monitoring Responsibilities
- Reporting Requirements
- Full Implementation of Core Program
- Selection of Research Based Supplemental Programs
- Compliance with Reading First Assurances

LEA Special Education Referral Reduction Program Narrative

  I.   Describe LEA commitment to Special Education Referral Reduction Program
 II.   Describe screening and diagnostic assessment skill tests to be used
III.   Describe multi-tiered prevention/intervention structure naming key materials, instructional strategies, and timeframes
 IV.   Describe planned monitoring activities and responsibilities
  V.   Describe internal data review process and use
 VI.   Describe support and assistance needs
VII.   Budget overview